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## BOOK REVIEWS

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*The Junior Republic: Its History and Ideals.* By WILLIAM R. GEORGE.

With an introduction by THOMAS M. OSBORNE. New York: D. Appleton & Co., 1910. Pp. xv+326. \$1.50 net.

This is a real book about a real work by a real man. In it the founder of the George Junior Republic, in Freeville, New York, carries the reader with him from the streets of New York City, where the problem of delinquent boys first seized upon him, through the years of struggle toward a solution of the problem for such of these boys as he could gather about him in the Republic. The book closes with a brief reference to other republics already founded or to be founded by Mr. George in all parts of the United States.

The history and ideals of this unique educational experiment are dramatically and honestly told by the man whose personality has made the experiment possible. No serious student of the problems of juvenile delinquency, on the one hand, or of the essentials of education in character for normal children, on the other, can afford to be ignorant of this book. A visit to the Republic itself is also richly worth the while.

This review will confine itself to one criticism and to an appeal for a wide application of what seem to the reviewer to be the essential factors in the success of the George Junior Republic.

Before doing these two things, however, the reviewer wishes to call attention to a fact now widely recognized, namely, that the experiments in education and discipline that for the past ten years and more have been carried on in connection with the training of dependent and delinquent children are among the most suggestive in the whole range of educational experience. The curricula and the methods which have been found effective enough to redeem these most difficult boys and girls in many instances are surely profoundly significant to the teacher of so-called normal children. Is it not time that the gibe that "boys and girls to get a really good education must first be declared dependent, truant, or delinquent by a court" should be robbed of the considerable degree of truth that has given it currency?

To return now to our criticism. Mr. George tells us in a fascinating way how one phase of the Republic life after another passed over into the control of the boys and girls themselves. The reader of this book, as well as the visitor to the Republic itself, is repeatedly reminded that the men and women at the head of the Republic do not do much toward "running things." But one is at a loss to reconcile this statement with a certain preparedness of even Mr. George himself—as suggested by his carrying with him about the Republic a pair of field glasses with which from time to time persons at a distance were scanned; likewise with a description in the book under discussion of how he hurried to and from the courtroom two or three times to get a "vantage post" where he could observe the efforts of "Officer Kelley"

to serve a summons on "Susie," his sweetheart, as described in chap. viii on "Girls as Citizens."

The writer of this review is not unduly critical. He believes that he is merely typical of many earnest students of educational problems who find themselves a little puzzled by an attempt fully to reconcile theory and practice at the Republic. To such students a detailed and perfectly frank discussion of the principles of the division of the labor of administration between the citizens and the adult officers of the Republic would be most helpful. In other words, this account of the Republic fails to make quite clear what the rôle of the dominant personality of a successful republic must be. To make this problem perfectly clear, as I believe Mr. George could, would be a great contribution to pedagogy.

Meanwhile, there is no need that teachers wait for the opportunity to found a republic exactly like that of Mr. George before they begin to put into habitual practice its most significant teachings. To the reviewer these seem to be such as can be used by all those who have to do with the training of young people, whether in the home, in the day school, or in the institution.

These teachings are: First, that every young person needs an inspiring, loving, trusted, personal, grown-up friend; second, that home, school, and reformatory become many fold more effective toward right conduct and good character if there is some organization that compels the newcomer to feel the social approval and disapproval of his peers; third, that adequate motives toward activity and social efficiency are essential to the best efforts of the young.

In the Junior Republic the economic motive is prominent. The home and the day school also must either avail themselves of this motive or find adequate substitutes for it.

In short, the lesson of the George Junior Republic is that, in addition to a good teacher, a good school needs adequate social motives of a personal sort, and adequate motives in the field of the child's physical, possibly economic and vocational, activities.

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*Exposition and Illustration in Teaching.* By JOHN ADAMS. New York: Macmillan, 1910. Pp. 428. \$1.25 net.

In commenting on Professor Adams' earlier work, *The Herbartian Psychology Applied to Education* (1898), a prominent educator said it appealed to him as an "oasis in a desert of method books." The later book has the same attractive qualities. The author has chosen a relatively limited field, "Exposition and Illustration," and has treated it adequately and thoroughly. In its limited scope it is like McMurray's *Method of the Recitation* and unlike Bagley's *Educative Process*. In the thoroughness of its treatment it is like some chapters in James's *Principles of Psychology*, which it resembles in certain other respects. Students sometimes read James just for the numerous anecdotes and incidents which are included. Similarly, Professor Adams' book bristles with concrete examples, many of which are sufficiently humorous